

BOOK ACTIVITY #2: Is It A Fairy Tale? PROVE IT!!!

EDC423 Homework and In-Class Activity

In this activity, you will work in groups to determine whether or not your version of Cinderella fits the “criteria” of most fairy tales. You will complete a graphic organizer that compares and contrasts each the “fairy tale elements” among your versions of Cinderella. You will then write a short reflection about your experience. When the assignment is due, you will hand in your website list ideas, story grammar summary, graphic organizer chart, and reflection as your “Book Activity #2”.

BEFORE CLASS

1. Read your assigned version of Cinderella (the book you were given in class) and prepare a “Story grammar” chart (see attached) – noting the key elements of narrative texts and how they are structured.
2. Read Bearse’s (1992) article *The fairy tale connection in children’s stories*. (see wiki)
3. Complete one column of the “Prove It” chart, using details from your Cinderella book.
4. Visit the *Cinderella Around the World Telecollaborative Project* website at <http://kids-learn.org/cinderella/>
 - a. Click on the **About the Project** link in lower left corner to get a sense of the project's learning objectives.
 - b. Explore a few of the **activities** and **links** to locate two interesting lesson ideas.
 - c. Explore at least five different class projects in the **student showcase** and prepare a short list of at least five different ways students responded to the task(s).

DURING CLASS

1. Share your prepared story grammar summaries with your group to give everyone a sense of the Cinderella story you read.
2. Complete the rest of the graphic organizer for the other books in your group by providing evidence (or noting the absence) of each element traditionally found in fairy tales.
3. Make a decision about whether or not each of your versions is a true fairy tale.

AFTER CLASS - HAND IN RUBRIC DIRECTIONS SHEET WITH YOUR ASSIGNMENT

1. Think about the Bearse article and website(s) you read and the activity completed in class.
 - a. Briefly reflect on at least three advantages to providing opportunities for students to read and respond to multiple versions of the same fairy tale. Please provide examples from your readings and/or the class experience to support each of your 3 ideas.

Pre-Class: List 5 response ideas from the telecollaborative Cinderella project website (1 points)	
Pre-Class: Completed story grammar chart (2 points)	
During Class: Completed graphic organizer (1 point)	
Post-Class Reflection: Three advantages with supporting examples for each (6 points – 2 points each)	
TOTAL POINTS (out of 10)	

Story Map just before the problem is resolved.

Title: _____

Climax:

Major Characters:

Minor Characters:

10.

9.

8.

7.

6.

5.

4.

3.

2.

1.

11.

12.

13.

14.

Events: Rising Action

Falling Action

(Problem)
Conflict:

Resolution:

Setting:

Author's Theme:

(Buehl, 1995)

Classroom Strategies for Interactive Learning, 2nd Ed., by Doug Buehl ©2001. Newark, DE: International Reading Association.
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Is it a Fairy Tale? PROVE IT

TITLE _____

Element	Yes/No Evidence	Yes/No Evidence	Yes/No Evidence
Magical events, characters, or objects			
Fictional parts of the plot			
An evil character			
A good character			
Setting: magical kingdom or castle			
Characters: King, queen, prince, witch, princess, goblin, animals that talk			

SEE NEXT PAGE FOR SECOND PART OF CHART

Wishes are granted			
The numbers 3 and 7 are magical			
Beginning – “once upon a time”			
Ending – “They lived happily ever after”			
Good usually wins over evil			

FINAL DECISION _____